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# Summer Food Service Program for Children

Sponsor Meal  
Preparation  
Handbook

United States  
Department of  
Agriculture

Food and  
Nutrition  
Service

FNS-207

Full



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This publication supersedes PA-1182, "Summer Food Service Program for Children, Sponsor Handbook for Onsite Preparation," issued March 1977.

March 1980

Rules for acceptance and participation in this program are the same for all, without regard to race, color, or national origin.

# Introduction

## Introduction

This handbook is for Summer Food Service Program sponsors that choose to prepare the meals served to participating children. The information contained in this handbook is also useful to sponsors who operate a vended Summer Food Service Program. The handbook describes your responsibilities as a sponsor. These include meal requirements, recordkeeping requirements, and guidance about food buying and storage.

You will also want to use some or all of the other Summer Food Service Program handbooks in conjunction with this handbook for sponsors that prepare their meals.

Food Service Management Company Handbook: This publication discusses in detail how you contract with a food service management company. It also outlines your responsibilities and those of the food service management company in operating the food service program.

Administrative Handbook: This publication provides information for all sponsors concerning planning, applying for, and administering a Summer Food Service Program. Also included is guidance for sponsors of summer camps.

Monitor's Handbook: Although this publication is primarily of interest to monitors, it also provides more specific information to sponsors about the monitor's functions and responsibilities.

Site Supervisor's Guide: This guide outlines responsibilities of the site supervisor.

These and other materials may be obtained from your administering agency.

The Summer Food Service Program provides nutritional help to children 18 years of age or younger. These children would otherwise be deprived of the food assistance they receive during the school year under the National School Lunch and Breakfast Programs.

Certain people over 18 years of age are also eligible if a State or local educational agency determines that these people are mentally or physically handicapped. And, these people must be participating in a public or private nonprofit school program established for the mentally or physically handicapped that serves primarily children 18 years of age or younger.



# Introduction

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## Organizational Structure

Summer programs are organized and operated by public and private nonprofit institutions. They are set up to benefit children from areas in which at least one-third of the children are eligible, under that State's family size and income standards, for free or reduced-price school meals.

Residential camps can operate the summer feeding program. Certain sponsors can operate the program under the regulations for camps if they enroll children in a regularly scheduled, organized activity that is cultural or recreational. Such sponsors must obtain family size and income data about the enrolled children to determine eligibility for free or reduced-price school meals. Only the meals served to those children eligible under these criteria may be claimed for reimbursement.

Sponsors for the summer program may include, but are not limited to, agencies of city governments, county and municipal school systems, recreational groups, churches, and social service organizations. Although the program operates primarily during the summer vacation, when many schools close, this program also provides for meal services in situations where schools operate based on a continuous school calendar. As in all federally financed programs, discrimination against any child because of race, color, or national origin is prohibited.

The Summer Food Service Program is administered through an agency of the State government or by a regional office of the United States Department of Agriculture's (USDA's) Food and Nutrition Service (FNS). The administering agency deals directly with sponsors that operate within the agency's geographic domain. A prospective sponsor must demonstrate to the satisfaction of the administering agency that the sponsor has the necessary financial and administrative capability to meet program objectives and comply with program regulations. The actual meal service may take place at one or more sites under your responsibility.

Administrative and financial responsibility cannot be delegated below the sponsor level. The quality of meal service and the conduct of site personnel reflect directly upon your performance. Any sponsoring organization that wishes to remain eligible for program participation must be primarily concerned with the quality and quantity of selected sites, the conduct of site and sponsor personnel, and the quality of the meals. Food service management companies, which have contracted or intend to contract with a sponsor to serve meals for the summer program must provide meals according to both program regulations and their agreement with the sponsor. Program monitors will help you ensure that the program functions properly at each site.

# Selection of the Food Service Facility

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All participating sponsors are subject to audit by USDA's Office of the Inspector General (OIG) and by the General Accounting Office (GAO).

## **Selection of the Food Service Facility**

### Sponsor Duties

If you prefer to prepare meals onsite, you must carefully select a food service facility you plan to use for meal preparation. Regardless of the type of facility you select (school, camp, church, community building, etc.), there must be adequate space and equipment available for meal preparation, and the facility must comply with State and local health department codes.

Your responsibilities in selecting preparation sites include:

\*Visiting all sites to certify that the sites have the capability and the facilities to serve the anticipated number of children.

\*Visiting all sites to examine the food service equipment. Because of the many variables in sites, the exact type and quantity of equipment will differ from site to site. However, you can use the chart on the following page to help you determine whether or not the equipment available is adequate, taking into consideration the significant variables (such as menu, number of meals to be served, etc.). You should also determine the condition of the equipment and appoint someone to be responsible for maintenance and repairs.

\*Checking to see that the facility has or can obtain the required health department certification. (The local health department can assist you in planning your programs so you comply with all State and local rules and regulations.)

# Selection of the Food Service Facility

Equipment	Number of Children			
	1-50	51-100	101-200	201-300
<u>Range</u>	1 range 30" domestic <u>OR</u> 30-36" commercial	1 range 30-36" com- mercial	1 range 30-36" com- mercial (2 if over 150)	2 ranges 30-36" commercial <u>OR</u> 1 range 60" or larger (2 ovens) commercial
<u>Refrigerator</u>	single section domestic (18 cu. ft.) <u>OR</u> commercial (20-25 cu. ft.) reach-in	double section commercial reach-in (40-50 cu. ft.)	double section commercial reach-in (50-60 cu. ft.) <u>OR</u> 64 sq. ft. (8'x 8') walk-in	triple section commercial reach-in (60-75 cu. ft.) <u>OR</u> 64 sq. ft. (8'x 8') walk-in
<u>Freezer</u>	same as above	same as above	same as above	same as above



# Selection of the Food Service Facility

Equipment	Number of Children			
	1-50	51-100	101-200	201-300
<u>Mixer w/ attachments</u> (veg. slicer, meat & food chopper)	10 quart	10 quart	20 quart	20 quart
<u>Work Tables</u> (allow 4 linear ft. per worker) Countertops can serve as worktables	1 table	1 table	1 table	2 tables
<u>Sinks</u>	1 sink with 3 compartments	1 sink with 3 compartments	1 sink with 3 compartments	1 sink with 3 compartments
<u>Dishwasher</u>			1 surge tank OR 1 single tank door	1 single tank door

# Selection and Training of Personnel

If the site will serve over 100 children, the following equipment is recommended to supplement the minimum amounts listed above:

Steam equipment  
Manually operated electric  
food slicer

Hot food holding cabinet  
Convection oven

## Selection and Training of Personnel

Staffing  
Pattern

The first step in selecting food preparation personnel for the program is to determine how many people you will need to operate the program. You can use the following schedule as a guide in staffing a program serving lunch and snacks. A range of hours for labor indicates variations in the skill of the food preparation personnel and extent of the use of convenience foods. If the site serves breakfast, add 1 hour of labor for each 50 breakfasts it serves. If the site serves supper, add 4 hours of labor for each 50 suppers it serves. Sites may require less time for labor when they serve snacks than when they serve other meal types.

<u>Number of Meals</u>	<u>Hours of Labor</u>	<u>Staffing Examples</u>
Up to 50	6 to 8	1 full-time* employee
51 to 100	8 to 10	1 full-time* employee 1 part-time employee (optional)
101 to 200	12 to 20	2 full-time* employees 1 part-time employee (optional)
201 to 300	20 to 24	3 full-time* employees 1 part-time employee (optional)

\*These full-time employees need not necessarily work an 8 hour day, but rather can be scheduled for the hours they are needed.

(See the Staffing section in the Administrative Handbook for additional information on staffing patterns.)

# Meal Requirements

**Hiring** After determining the number of staff the site needs, you can begin hiring people based on their food service skills and experience and their health. The type and amount of experience required of the staff will vary with the duties each will perform. However, all food service workers should meet the health standards set by local and State health authorities. You can also use qualified volunteer personnel when they are available.

**Training** After you have selected all food service personnel, you will need to train them in program operations. You should inform them of their responsibilities for maintaining necessary records and meeting meal requirements.

## **Meal Requirements**

**Meal Pattern** The goal of every summer program is to serve nutritionally adequate and appetizing meals to children. Careful planning is necessary to meet this goal. Meal requirements set for this program assure well-balanced, nutritious meals that supply the kinds and amounts of food children require to help meet their nutrient and energy needs. The following are minimum requirements for each meal:

### **BREAKFAST**

#### Milk

fluid milk 1 cup

#### Vegetables and Fruits

vegetables and/or fruits 1/2 cup  
 -or full-strength vegetable or fruit juice  
 -or an equivalent quantity of any combination of vegetables, fruits, and juices

#### Bread and Bread Alternates

(whole grain or enriched):  
 bread 1 slice  
 -or cornbread, biscuits, rolls, muffins, etc. 1 serving  
 -or cooked pasta or noodle products 1/2 cup  
 -or cooked cereal grains, such as rice, corn grits or bulgur 1/2 cup

# Meal Requirements

(whole grain, enriched, or fortified):  
-cold dry cereal

3/4 cup or  
1 ounce  
(whichever  
is less)  
1/2 cup

-or cooked cereal  
-or an equivalent quantity of any  
combination of bread or bread alternate

SNACK (supplemental food)  
(Choose two from the following four components):

## Milk

fluid milk

1 cup

## Vegetables and Fruits

vegetables and/or fruits  
-or full-strength vegetable or  
fruit juice  
-or an equivalent quantity of any  
combination of vegetables, fruits  
and juices  
(juices cannot be served with milk)

3/4 cup

3/4 cup

## Bread and Bread Alternates

(whole grain or enriched):  
bread  
-or cornbread, biscuits, rolls,  
muffins, etc.  
-or cooked pasta or noodle  
products  
-or cooked cereal grains, such as  
rice, corn grits, or bulgar

1 slice

1 serving

1/2 cup

1/2 cup

(whole grain, enriched, or fortified):  
-cold dry cereal

3/4 cup or  
1 ounce  
(whichever  
is less)

-or cooked cereal  
-or an equivalent quantity  
of any combination of bread or  
bread alternate

1/2 cup



# Meal Requirements

## Meat and Meat Alternates

lean meat or poultry or fish	1 ounce (edible portion as served)
-or cheese	1 ounce
-or eggs	1 egg
-or cooked dry beans or peas	1/4 cup
-or peanut butter	2 tablespoons
-or an equivalent quantity of any combination of meat or meat alternate	

## LUNCH or SUPPER

### Milk

fluid milk	1 cup
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### Vegetables and Fruits

(must include 2 or more selections for a total of 3/4 cup): vegetables and/or fruits	
-or full-strength vegetable or fruit juice	not to exceed 1/4 cup

### Bread and Bread Alternates

(whole grain or enriched): bread	1 slice
-or cornbread, biscuits, rolls, muffins, etc.	1 serving
-or cooked pasta or noodle products	1/2 cup
-or cooked cereal grains	1/2 cup
-or an equivalent quantity of any combination of bread or bread alternate	

## Meat and Meat Alternates

lean meat or poultry or fish	2 ounces (edible portion as served)
-or cheese	2 ounces
-or eggs	1 egg
-or cooked dry beans or peas	1/2 cup
-or peanut butter	4 tablespoons
-or an equivalent quantity of any combination of meat or meat alternate	

# Description of Food Components

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Quantity  
Adjustment

The quantities of food specified in the meal pattern are approximate amounts of food to serve 10- to 12-year-olds. You may serve greater or lesser amounts of these foods if participating children are older or younger, but you must have the capability of controlling portion sizes to ensure that variations are in accordance with the age levels of the children you serve. Remember that you do not receive reimbursement for meals that you do not serve as complete units.

## Description of Food Components

Milk

Milk means fluid types of pasteurized whole, lowfat, skim, or cultured buttermilk, flavored or unflavored milk which meet State and local standards. The fluid, evaporated, or dry milk you use to prepare soups, puddings, baked products, and other foods may not be counted as meeting the milk requirement.

At breakfast, you may serve milk as a beverage or on cereal, or use part of it for each purpose. At lunch and supper you must serve milk as a beverage. Milk is also a good beverage to use for mid-morning and mid-afternoon snacks. If you count the milk as a component of the snack, you must serve it as a beverage. If a site serves only snacks or a meal and two snacks, include milk in at least one snack. Milk provides calcium and riboflavin, some protein, vitamin A, vitamin D (if fortified), phosphorus, and other nutrients.

Meat or Meat  
Alternate

You must serve meat or meat alternates at lunch and supper and you may serve them as part of the snack in the amounts the meal pattern requirements specify. A serving of cooked lean meat (beef, pork, lamb, veal), poultry, fish, cheese, cooked dry beans or peas, an egg, an equivalent quantity of peanut butter, or a combination of these foods may be used to meet this requirement. For example, a peanut butter sandwich and deviled egg can be the meat alternate in a meal. Ground meat and cheese (meat and meat alternate) combined in a casserole also fill the meat requirement. You may serve these foods as the entree (main dish) or the entree and one other menu item.

A serving of cooked meat is defined as lean meat without bone. A serving of cooked chicken or turkey includes meat and skin unless otherwise indicated in the recipe. When cooked dry beans or peas are counted as part of the meat alternate requirement, you cannot count them toward meeting the vegetable/fruit requirement as well.

## Description of Food Components

To improve the nutrition of children, you should include a meat or a meat alternate in the breakfast as often as possible. You may serve eggs, cheese, and peanut butter; or use them in the preparation of breads, such as cheese biscuits or peanut butter rolls. Children enjoy cheese cubes or sticks, peanut butter on bread or crackers, meat cubes, and other protein-rich foods at snack time. Snacks between meals provide excellent opportunities for introducing unfamiliar meats or meat alternates to children.

One ounce (dry weight) of enriched macaroni-type product with fortified protein may be counted as meeting 50 percent of the meat or meat alternate requirement when served with cheese, meat, poultry, or fish. Macaroni or spaghetti you purchase at a grocery store may not be enriched and will not be protein-fortified. Only macaroni or spaghetti that has been fortified with protein in accordance with FNS specifications can be used as a meat alternate. The product, if FNS approves it, will bear this label statement: "One ounce dry weight of this product meets one-half of the meat or meat alternate requirements of lunch or supper of the USDA child nutrition programs when served in combination with one or more ounces of cooked meat, poultry, fish or cheese."

You may count textured vegetable protein products as meeting a maximum of 30 percent of the meat and meat alternate requirement when you combine them with water and serve them in combination with meat, poultry, or fish. Textured vegetable protein products must meet the USDA specifications that are described in FNS Notice 219. If a product contains textured vegetable protein, the label should indicate that it meets the specifications of FNS Notice 219.

Meat and meat alternates, as a group, provide protein, iron, B vitamins (thiamin, riboflavin, niacin), and other nutrients.

### Fruits and Vegetables

Fruits and vegetables that are simply prepared and easy to eat are the most practical to serve in the Summer Food Service Program for Children. Fruits and vegetables as a group provide most of the vitamin C and a large share of vitamin A in meals. They also supply iron as well as other vitamins and minerals. In selecting items for the menu, include foods that are good sources of these vitamins and minerals in at least one meal or snack each day. At the back of this handbook is a chart that shows the foods rich in iron and vitamin A and C.



## Description of Food Components

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A serving of cooked vegetable means a drained vegetable as normally served. A serving of cooked canned fruit consists of fruit and juice. A serving of thawed frozen fruit is fruit and the juice that accumulates during thawing.

Breakfast requires a serving of fruit or vegetable or full-strength fruit or vegetable juice. Breakfast is an excellent time to serve vitamin C foods. Citrus fruits or juices such as orange or grapefruit are excellent choices. Other good choices are tomato juice, strawberries, and cantaloupe (when in season). You may also serve dried fruit. Dried apricots, raisins, and prunes provide variety in menus and are rich in iron.

To meet program requirements for lunch and supper you must serve two or more vegetables or fruits at each meal. You may count a serving (one-fourth cup or more) of full-strength vegetable or fruit juice toward meeting no more than one-fourth cup of the vegetable or fruit requirements at lunch and supper.

For variety, you may serve full-strength fruit or vegetable juices, fruits, or vegetables, for snacks between meals. Snack time is a good time to introduce new vegetables and fruits to children. You may offer a vegetable or fruit for tasting in addition to a snack of milk and enriched crackers. Beverages made from fruit drinks, fruit flavored powders and syrups, or fruit punch do not meet program requirements.

### Bread and Cereals and Alternates

Bread and bread products provide some of the B vitamins (thiamin and niacin), minerals (especially iron), and calories. Breads and bread alternates must be enriched or made of whole-grain or enriched flour or meal to meet the bread requirement for this program. Refer to the chart for bread and bread alternates.

To meet the bread requirement for breakfast, choose from a serving of: enriched or whole-grain bread; cornbread, biscuits, rolls, or muffins made from enriched or whole-grain meal or flour; enriched, whole-grain or fortified cereal; cooked whole-grain or enriched rice, macaroni, another enriched or whole-grain pasta product, another cereal grain such as bulgur or corn grits; or a combination of bread, cereal, and bread alternates.



## Description of Food Components

For mid-morning and mid-afternoon snacks, choose from a serving of: enriched or whole-grain bread; enriched, whole-grain, or fortified cereal; cooked enriched or whole-grain bread alternates such as rice, bulgur, or macaroni; cornbread, biscuits, rolls, muffins, crackers, or cookies made of enriched or whole-grain meal or flour. Hot breads such as rolls, biscuits, cornbread, muffins, or raisin bread add variety and appeal as well as nutrients to meals for children.

At lunch or supper, to meet the bread requirement, choose from a serving of enriched or whole-grain bread, or a serving of cooked whole-grain or enriched rice, bulgur, corn grits, noodles, macaroni, or pasta products. An equivalent serving of a product made from whole-grain or enriched meal, or flour may be substituted.

You may serve cereal at breakfast or as a mid-morning or mid-afternoon snack, but you cannot use it in place of bread at lunch or supper. You may use acceptable "fortified grain-fruit products" that meet FNS alternate food regulations and USDA specifications at breakfast and for mid-morning or mid-afternoon snacks to meet the bread and fruit requirements. These products are intended for use where kitchen facilities are not available for preparing and serving the regular breakfast or snack menu. You cannot serve enriched cookies as a bread equivalent at breakfast, lunch, or supper. You may serve cookies as a bread alternate in the snack if the primary ingredient is a whole-grain or enriched flour or meal and the minimum weight of a serving is 1 1/4 ounces (35 grams). Cookies should be served as part of a snack no more than twice a week.

### Other Foods

You may serve other foods that are not a part of the meal pattern requirements at all meals to improve acceptability, satisfy the children's appetites, and, if wisely chosen, to increase the nutritional quality of the meal. Include desserts at lunch and supper as needed to help round out the meal. Desserts that you serve should assist in meeting nutritional needs and should be prepared with minimum quantities of fat, sugar, and salt. Limit the use of highly sweetened and rich desserts, such as very sweet cakes with rich frostings and chocolate brownies with icings.

## Description of Food Components

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### Points to Remember

Whenever possible, serve fresh or canned fruits in natural juices or light syrup as dessert. When you serve cakes or cookies, use such items as vanilla wafers, plain cake without frosting, muffins, and graham crackers.

Remember the following points when you plan menus to meet meal patterns:

\*You may use cheese and luncheon meats in combination (1 ounce of cheese and 1 ounce of meat) to fill the meat requirement.

\*You can also meet the meat requirement by serving 2 tablespoons of peanut butter and 1 ounce of either meat or cheese. You may serve peanut butter with soda crackers, graham crackers, or on white or whole wheat bread. When you serve the peanut butter on eight saltine crackers, three graham crackers, or on at least one slice of bread, the bread requirement is also complete.

\*You may credit full-strength juices as part of the vegetable/fruit requirement. At lunch or supper, you may credit only one-fourth cup of juice toward the three-fourths cup requirement. For these meals, the suggested serving size for juice is one-half cup. Fruit flavored drinks and punches are not full-strength juices and cannot be used to meet part of the vegetable/fruit requirement.

\*You may use a blend of full strength juices, such as orange and grapefruit juice.

\*You may use two fruits or vegetables as the vegetable/fruit requirement, but they must be two different kinds--such as apples with oranges, plums with bananas, tomatoes with green beans, and potatoes with carrots.

\*You cannot serve two forms of the same vegetable or fruit, such as a whole orange and orange juice, in the same meal and count them as meeting the three-fourths cup vegetable/fruit requirement. You must serve a variety of vegetables and fruits to ensure a nutritionally well-balanced meal.

\*You cannot count potato chips and sticks, catsup, jams, and jellies as vegetables or fruits. You may serve them only to add appeal to menus.

# Meal Planning

\*You may count enriched or whole-grain macaroni products, noodles, corn grits and rice toward meeting the bread requirements.

\*You cannot count foods such as cake and pie crust, which are customarily served as dessert items, toward meeting the bread requirement.

\*You cannot count as bread snack foods such as popcorn, hard pretzels, corn chips, and other extended or shaped items made from grain.

\*You cannot credit small amounts of (less than 1/8 cup) onions, pickles, and other extras used as garnishes or for appeal toward the vegetable/fruit component.

\*You may not use cookies for the bread requirement at breakfast, lunch, or supper.

\*You cannot count doughnuts toward the bread requirement at lunch, supper, or snack.

## Meal Planning

### Advance Planning

Menus for the Summer Food Service Program for Children must include the kinds and amounts of foods required by the regulations. These requirements are outlined above. Creative menu planning calls for originality and imagination. The menu should incorporate foods from the children's ethnic and cultural backgrounds, and should include other foods that are usually acceptable to children.

### Situations to Avoid in Menu Planning

A good menu planner will avoid the following:

\*Serving the same food on consecutive days, for example, ground beef in meatloaf on Monday and in "Sloppy Joes" on Tuesday.

\*Preparing two foods the same way in the same meal.

\*Preparing foods the same way each time they are served.

### Steps Involved in Menu Planning

Good menu planning goes beyond the listing of specific foods to be included daily. Recipes, food costs, facilities, and personnel must be carefully considered in the planning process. Here are the steps involved in menu planning:



# Sample Menus

1. Select specific recipes for preparing the menu items and determine the serving size. Estimate the number of meals to prepare and adjust the recipes to provide the number of servings you need.
2. Calculate the amount of food you require for the total number of meals you will serve.
3. Estimate the total food cost of each menu item.
4. Calculate how much it costs to serve the foods as a single menu item or in a recipe. Compare the estimated cost of the menu with the food budget. If this cost is too high for the food budget, replace some of the foods in the menu by less expensive ones.
5. Based on the estimated amounts of foods you need to prepare the menus, determine quantities of food you need from the storeroom and/or foods to be purchased.
6. Schedule production time and develop work schedules. Menus should be planned in advance--2 weeks to a month ahead of the time you will actually serve them. Advance planning is important as a basis for food purchasing, cost control, and food preparation scheduling. Record menus on a worksheet that is designed for that purpose and is suited to individual needs. The quantity production records can be kept on the same worksheet.

## Cycle Menus

Cycle menus can provide good management, control, and savings in time and money. A cycle of menus is a series of carefully planned menus, used and repeated in the same order for a definite period of time. The cycle does not always have to begin on the first day of the week and menus do not have to fall on the same day each week.

## Sample Menus

### Introduction to Sample Menu Cycle for Spon- sor Preparation

The sample cycle menus include the required components and the specified serving sizes for 10- to 12-year-old boys and girls. These menus include a variety of foods that are rich in vitamins A and C and iron. Notice that those sample menus are planned to limit the quantities of sugar, fat, and salt to moderate amounts. You should use commodities, when applicable. The milk--skim, flavored, or lowfat--is listed as "milk" on the menus. Regional, State, and local people can select the milk most appropriate for their participants.



# Sample Menus

The following 11-day menu cycle is only meant to serve as a sample. It suggests a variety of meals which meet USDA nutritional meal pattern requirements. You may substitute for any of the meals in this cycle, rearrange the order, or substitute for specific items within a meal, provided that each new meal meets all USDA meal pattern requirements.

## SAMPLE MENU CYCLE FOR SELF-PREPARATION (11 Days)

	<u>Breakfast</u>	<u>Snack</u>	<u>Lunch/Supper</u>
Menu 1	Cantaloupe (1/4 melon=1/2 cup) *Scrambled Egg Wheat Toast (1 slice) Milk (1/2 pint)	Milk (1/2 pint) Raisin Bread (1 slice)	Hoagie Sandwich (Bologna-1 oz., Cheese-1 oz., Lettuce/Tomato- 1/4 cup, Roll-1) Orange (1 medium, 1/2 cup) Milk (1/2 pint)
Menu 2	Banana (1 petite 1/2 cup) Roll (1) Milk (1/2 pint)	Orange Juice (1/2 cup) Raisins (1/4 cup) Cheese Toast (1 slice bread)	Oven-fried Chicken (Cooked edible poultry 2 oz.) Mashed Potatoes (1/2 cup) Green Peas & Carrots (1/4 cup) Biscuit (1) Milk (1/2 pint)
Menu 3	Peach Halves (1/2 cup)  Cornmeal Roll (1) Milk (1/2 pint)	Pineapple Juice (3/4 cup)  Bran Muffin (1)	Hamburger on Bun (Cooked Meat-2 oz., Bun-1) French Fries (1/2 cup) Pickles, Lettuce, Tomato (1/4 cup) Milk (1/2 pint)
Menu 4	Tomato Juice (1/2 cup) Pancakes (2 4-in. with syrup) Milk (1/2 pint)	Milk (1/2 pint) *Saltine Crackers Peanut Butter (2 tablespoons)	Bean Tacos (1) (Beans-1/4 cup, Cheese-1 oz., Taco Shell-1) *Spanish Rice (1/3 cup) Shredded Lettuce- (1/4 cup) Peach (1 med.-1/2 cup) Milk (1/2 pint)

# Sample Menus

Menu 5	Grape Juice (1/2 cup) *Peanut Butter Wheat Toast (1 slice) Milk (1/2 pint)	Milk (1/2 pint) Puffed Rice (3/4 cup)	Tuna/Cheese Burger (Tuna-1-1/2 oz., Cheese-1-1/2 oz., Bun-1) Lettuce/Tomato Salad (1/4 cup)
Menu 6	Applesauce (1/2 cup) English Muffin (1) Milk (1/2 pint)	Orange Juice (3/4 cup) Rye Wafers (4 whole-grain) *Cheese Slice	Frankfurter on Roll (Frank-2 oz., Roll-1) Baked Beans (1/2 cup) Seedless Grapes (1/4 cup) Milk (1/2 pint)
Menu 7	Pineapple Juice (1/2 cup)  *Scrambled Egg Toast (1 slice) Milk (1/2 pint)	Milk (1/2 pint) Blueberry Muffin (1)	Pizza (Cooked Meat/ Cheese-2 oz.) Celery/Carrot (1/4 cup) Banana (1/2 cup) Roll (1) Milk (1/2 pint)
Menu 8	Orange Juice (1/2 cup) Hot Oatmeal (1/2 cup) Milk (1/2 pint)	Milk (1/2 pint) Cinnamon Toast (1 slice)	Chili (Cooked Meat-2 oz.) Boiled Rice (1/2 cup)  Cole Slaw/Carrots (1/4 cup) Watermelon Wedge (1/2 cup) Milk (1/2 pint)
Menu 9	Applesauce (1/2 cup)  French Toast  (1 slice with syrup) Milk (1/2 pint)	Grapefruit - Orange Juice (3/4 cup)  Graham Crackers (3 2-1/2 in. sq.)	Grilled Cheese/Tomato Sandwich (Cheese-2 oz., Tomato-1 slice - 1/8 cup, Bread-2 slices) Pickles (1/8 cup) Plums (2) Milk (1/2 pint)

\* Additional item not required to meet the meal pattern

## Standard Recipes

Menu 10	Orange (1 med.) Whole Wheat Toast (1 slice) Milk (1/2 pint)	Apple Juice (3/4 cup) *Peanut Butter Sandwich Bread, 1 slice	Fish Sticks Breaded (5 Sticks=2 oz. cooked fish) Mashed Potatoes (1/2 cup) Carrot/Raisin Salad (1/4 cup) Cornbread Square (1) Milk (1/2 pint)
Menu 11	Apple Juice (1/2 cup) Cornflakes (3/4 cup) Milk (1/2 pint)	Milk (1/2 pint) Raisin Toast (1 slice)	Meatballs/Spaghetti (Cooked Meat-2 oz. Spaghetti-1/4 cup) Tossed Green Salad (1/4 cup) Peach (1 med.=1/2 cup) Italian Bread (1/2 slice) Milk (1/2 pint)

\* Additional item not required to meet the meal pattern

### Standard Recipes

#### General

A reliable standardized recipe furnishes a plan for the preparation of a quality food product. A standardized recipe specifically describes the amounts of ingredients and method of preparation needed to consistently produce a high-quality product. You will want to tailor all standardized recipes to your own food service operation as far as forms of food, total yield, size of portions, and cost are concerned.

In these days of rising costs for food and related items, management must exercise good judgement in cost control and be able to cope and stay within the budgetary constraints. You must take great care to serve only quality food in the best condition in a manner that will encourage children to eat it.

Some of the factors that are important to serving quality food are the selection of good, wholesome ingredients; proper storage of food items from delivery through preparation; and the use of good, standardized recipes and proper equipment in the preparation of food. All of these factors greatly contribute to the production of high quality foods.

#### Source for Recipes

Standardized quality recipes are available from many sources, including the Federal Government, State agencies, industry, and reliable cookbooks. Some sources are:

## Standard Recipes

\*"Quantity Recipes for Type A School Lunches," PA-631, United States Department of Agriculture, Food and Nutrition Service, 1971.

\*"Quantity Recipes for Child Care Centers," FNS-86, United States Department of Agriculture, Food and Nutrition Service, Revised 1979.

\*"Fish and Shellfish Buying Guide and Quantity Recipes for Type A School Lunches," Series No. 5, United States Department of Commerce, 1967.

Industry distributes standardized recipes that provide a given number of servings of a definite quantity. You should test recipes to determine their contribution to the meal pattern requirements before incorporating them into your collection of standardized recipes.

Reliable quantity cookbooks used as textbooks or guides provide menus and information for buying, cooking, and serving foods to various types and sizes of groups. Check these cookbooks carefully to determine the contribution of their menus to the meal pattern.

### Description

Standardized recipes are made up of two major parts: A list of ingredients, and detailed instructions for preparation. The recipe information includes:

Name of Recipe: Its section in card file, card number, and the classification of the nutritional contributions made to the meal pattern.

Weights and Measures: The quantity of each ingredient is listed both in weights and volume measures in most recipes.

Directions: Procedures to follow in preparing the recipes, including simple directions for mixing, the number and size of pans, the cooking temperature and time, and directions for serving.

Serving: Total yield is listed in number of servings or in total volume.



# Standard Recipes

Cost per Serving: To stay within the food budget, determine on a routine basis the cost of each meal using standardized recipes.

## Abbreviations

AP-----as purchased  
 EP-----edible portion  
 Cyl-----cylinder  
 pkg-----package  
 tsp-----teaspoon  
 Tbsp-----tablespoon  
 lb-----pound  
 pt-----pint  
 qt-----quart  
 gal-----gallon  
 oz-----ounce  
 fl oz-----fluid ounce  
 No.-----number  
 wt-----weight  
 incl.-----including  
 excl.-----excluding

## Equivalent

1 tablespoon-----3 teaspoons

## Common Food

1/8 cup-----2 tablespoons or

1 fluid ounce

## Standard Recipes

### Measures

1/4 cup-----	4 tablespoons
1/3 cup-----	5-1/3 tablespoons
1/2 cup-----	8 tablespoons
2/3 cup-----	10-2/3 tablespoons
3/4 cup-----	12 tablespoons
1 cup-----	16 tablespoons
1/2 pint-----	1 cup or 8 fluid ounces
1 pint-----	2 cups
1 quart-----	2 pints
1 gallon-----	4 quarts
1 peck-----	8 quarts or 2 gallons
1 bushel-----	4 pecks
1 pound-----	16 ounces

### Advantages

A standardized recipe can help you:

- Increase the acceptability of food you serve and establish standards of quality.
- Control portion size because the standardized recipe specifies the required quantity of food.
- Control cost by reducing food and labor costs.
- Train food service workers in professional food preparation techniques.

### Steps to Take

To properly prepare standardized recipes, take the following steps:

1. Read the entire recipe carefully and follow directions exactly.
2. Adjust the food quantities in the recipe to coincide with the number of meals you intend to serve.

# Standard Recipes

## Evaluating Menus

3. Determine the amount of food you need to prepare the recipe.
4. Assemble utensils, tools, and ingredients you will need.
5. Weigh and measure ingredients accurately. Weigh ingredients, whenever possible, since weighing is more accurate. If you must measure ingredients, use standard measuring equipment.
6. Follow directions carefully for combining ingredients and cooking the product.

Careful, systematic planning of the menu--well in advance--is a key to good management. You may find the following checklist helpful for evaluating menus before you prepare them.

<u>Checklist for Evaluating Menus</u>	Yes	No
1. Have you included all required components of the meal?	_____	_____
2. Are serving sizes sufficient for the ages of the children?	_____	_____
3. Have you included other foods to help meet the nutritional needs of boys and girls and to satisfy appetites?	_____	_____
4. Are the combinations of foods pleasing and acceptable to children?	_____	_____
5. Do meals include a good balance of color, texture, shape, flavor, and temperature?	_____	_____
6. Are foods high in vitamin A, vitamin C, and iron offered frequently?	_____	_____
7. Have you considered children's cultural and ethnic practices?	_____	_____
8. Have you varied foods from day to day and week to week?	_____	_____
9. Have you included different kinds of foods (fresh, canned, dried)?	_____	_____

# Food Purchasing

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10. Have you included seasonal foods? \_\_\_\_\_

## Food Purchasing

### Introduction

Getting the most for the food dollar takes careful planning and buying experience. Careful use of food buying power will not only help control your food costs but will also reduce waste and help upgrade the quality of meals.

Success in food buying means getting foods of good quality in the proper quantities at the best possible prices. Quantities to buy depend on the number of children eating at the site, the menus and recipes you use, the amount and kind of storage space available, inventory on hand, perishability of the food, and length of time the order covers. In addition to this material, you may also wish to consult the Food Buying Guide for Child Care Centers (FNS-108) which provides additional information about purchasing food for a USDA food program. Your State administering agency will provide you with this guide upon request.

### Where to Buy Food

In deciding where to buy foods, you should do the following things:

- \* Check the food companies (suppliers) in the area to decide which ones offer foods that are used frequently, which ones offer the service you require (prompt and frequent delivery, credit, discounts), and which ones offer quality food at a reasonable price.
- \* Buy from suppliers that provide the best quality food at the most reasonable prices.
- \* Follow a strict code of business ethics when you purchase foods for the program. Know what the food suppliers expect, and let them know what you expect of them.

### What to Buy

How you use the food determines the form and quality that you should buy. You need to consider the product's style, size, count, container, and packing medium. The label tells what the product is. You should inspect the product before purchase and upon delivery. Whenever possible, you should purchase foods that are federally graded.



# Food Purchasing

Here are some additional tips to help you decide what to buy:

- \* Buy federally inspected meats and poultry.
- \* Purchase only pasteurized Grade A milk and milk products.
- \* Purchase federally inspected seafoods whenever possible.
- \* Purchase bread and bread products that are properly wrapped or kept in paper-lined containers with covers to keep them fresh and wholesome.
- \* Purchase frozen foods that have been kept frozen solid. Do not accept delivery of frozen foods that are, or have been, thawed or partially thawed.
- \* Purchase perishable foods that have been kept under refrigeration.

## Specifications

You or the food service management company should provide the supplier with clear specifications for each food item ordered. Once the supplier delivers the order, you or the food service management company need to check to see that the food meets the specifications and is in good condition.

## How Much to Buy

To determine how much to buy, you must calculate the quantities of food you need to serve the children who eat at the site. The first step in purchasing is to plan the menus and, secondly, determine the recipes you will use. The menus and recipes must be checked to determine that the meal patterns have been met. Then you can wisely compile the "grocery list" of foods and quantities you will need. Check inventory to determine what is on hand and subtract that from the list of food to purchase. The publication, Food Buying Guide--Type A School Lunches, (PA-270) has been especially designed to help in determining quantities of food to purchase for preparing meals for 10- to 12-year-old children. The Food Buying Guide for Child Care Centers (FNS-108) contains similar information for younger children. These publications and Food Purchasing Pointers for School Food Service (PA-1160), which are available from the administering agency, would help you purchase food for the summer program. By considering the number of servings per pound or per can for each item you will purchase, you can select the most suitable amount. You must keep in mind, however, the size of the storage facilities and buy only quantities that you can store properly.

# Food Storage

## When to Buy

The following guidelines can help you decide when to buy each type of food. You should buy bread, milk, and produce daily or every 2 days, if storage equipment is sufficient. You should buy perishable foods, such as meat, fish, poultry, and frozen foods, in accordance with storage space; and one or two deliveries a week may be adequate. You may buy canned foods and staple groceries monthly or twice a month, depending on storage space.

## Records

To keep accurate records, you should record the date you order the food, the name of the supplier, the date you receive the food, its condition on arrival, the price paid, and when and how much you used. These records can be helpful in planning future purchases and menus.

## Food Storage

## Storage Facilities

Good storage facilities, both dry and refrigerated, help keep food safe, wholesome, and appetizing. Food products must be in excellent condition when they arrive at the receiving area and must be maintained in that condition until you prepare and serve them. Sponsors that accept USDA-donated foods also accept the responsibility to handle and store them correctly. Failure to do so may result in either withholding further donations or requiring restitution for foods that are lost or spoiled. You must control food losses from deterioration and infestation by insects and rodents with preventive measures.

## Guidelines for Proper Storage

Guidelines for proper storage of food include:

- \* Examining all food upon delivery to be sure it is not spoiled, dirty, or insect infested. Do not accept or use bulged or unlabeled cans. Do not accept frozen foods that have started to thaw.
- \* Storing all food off the floor on clean racks, dollies, or other clean surfaces. Pallets and dollies should be at least 6 inches off the floor to permit cleaning under them.
- \* Storing food at proper temperatures immediately upon delivery (0 degrees fahrenheit or below for freezer storage, 36 to 45 degrees fahrenheit for refrigerated storage, and 50 to 70 degrees fahrenheit for dry storage.)
- \* Keeping storage rooms clean, sanitary, and free from rodent infestation.

# Food Preparation

\* Protecting foods such as flours, cereals, cornmeal, sugar, dry beans, and dry peas from rodents and insects by storing them in tightly covered containers.

\* Using food on a "first in, first out" basis. Store foods so older supplies will be used first.

## Inventory

A sample inventory form is provided in this handbook. Use a form such as this to list all food items and to determine the total value of all items on hand at the end of each month of operation. Use incoming invoices to determine the unit cost per item. After taking a physical count of each item on hand, multiply this number by the unit cost to get the total inventory value for each item. Adding the total inventory value for all items will then provide the value of the entire inventory, or the "ending inventory."

You should inventory and list any stock you have on hand at the beginning of program operations as "beginning inventory." Beginning inventory of a given period is the same as the ending inventory of the preceding period. "Cost of food used" is, in its simplest form, beginning inventory, plus food received, less ending inventory. You must report the cost of food you used, not the cost of all food you purchased.

## Unused Food

Food purchased but not used for the program cannot be claimed for reimbursement. Careful planning and ordering, especially toward the close of program operations, are essential. You should contact the agency distributing the commodities to properly dispose of unused commodities at the end of the program.

## Food Preparation

## Amounts To Prepare

Serving acceptable and nutritious foods depends not only on good planning, selection, and storage, but also on preparation. The first concern for people who prepare food is to determine how much food to prepare. This is done by examining the menu (which shows the kinds of foods to prepare and the serving size of each), determining the total number of children you will serve, using standardized recipes, and becoming familiar with food yields (how many servings of what size a particular amount of food will provide). Charts in the back of this section provide information on serving size, yield of serving, and yield of selected foods. Sponsors that prepare food onsite should maintain daily food production records to document that sufficient types and quantities of food were prepared to meet USDA requirements for the number of meals claimed for reimbursement. This handbook includes a sample worksheet for this purpose.



# Food Preparation

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## Sanitation

Sanitation is one of the most important aspects of good food service. Food workers can help prevent food contamination and can keep harmful bacteria out of food by:

- \* Washing hands thoroughly with soap and water before handling food or utensils. Repeat after each visit to the restroom.
- \* Meeting health standards set by State and local health authorities.
- \* Not allowing food service workers with cuts, sores, colds, or other communicable diseases to prepare or serve food.
- \* Washing hands, utensils, and work surfaces thoroughly after contact with raw eggs, fish, meats, and poultry.
- \* Wearing clean uniforms and hair restraints.
- \* Properly cleaning and sanitizing eating and cooking utensils and equipment.
- \* Not touching the surfaces on which you serve food, or surfaces that come in contact with the mouth.
- \* Not using cracked or chipped utensils and dishes.
- \* Thoroughly washing all raw fruits and vegetables before cooking or serving.
- \* Thoroughly cooking meats such as pork or poultry, foods containing eggs, and stuffings.
- \* Preparing sandwiches and salads from chilled ingredients with a minimum of manual contact.
- \* Using shallow pans for heating or cooking food so it will heat or cool quickly.
- \* Keeping hot foods at a temperature above 140 degrees fahrenheit until served.
- \* Keeping cold foods covered and refrigerated at 45 degrees fahrenheit or lower until served.



# Food Service and Cleanup

## Food Service and Cleanup

### Portion Control

To be reimbursed under the program you must serve each meal as a unit that contains all of the required food items in the proper amounts. This is true whether food is served cafeteria or family style. Serving utensils that measure food while they are being served are useful in meeting these requirements (e.g., a #16 scoop makes a 1/4-cup serving). Additionally, food service personnel should be trained to recognize proper portion sizes. As a guide in portioning servings, you can use a sample plate containing proper amounts and the most appealing arrangements of foods. You can use the sample not only as a training vehicle but also on the serving line when feasible.

### Measures for Portion Control

Scoops or dippers, ladles, and serving spoons of standard sizes provide dependable measures and help serve food quickly.

#### SCOOPS OR DIPPERS

The number of the scoop indicates the number of scoopfuls required to make 1 quart. The following table shows the level measure of each scoop or dipper in cups or tablespoons:

Scoop or dipper No.	Level measure
6-----	2/3 cup
8-----	1/2 cup
10-----	2/5 cup
12-----	1/3 cup
16-----	1/4 cup
20-----	3-1/5 tablespoons
24-----	2-2/3 tablespoons
30-----	2-1/5 tablespoons
40-----	1-3/5 tablespoons

# Food Service and Cleanup

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You may use scoops or dippers for portioning such foods as drop cookies, muffins, meat patties, and some vegetables and salads.

## LADLES

You may use ladles to serve soups, stews, creamed dishes, sauces, gravies, and other similar products.

The following sizes of ladles are most frequently used for serving school lunches.

1/4 cup

1/2 cup

3/4 cup

1 cup

## SERVING SPOONS

You may use a serving spoon (solid or perforated) instead of a scoop. Since these spoons are not identified by number, measure or weigh the quantity of food from various sizes of spoons used in order to obtain the approximate serving size you need (USDA Recipe Card File, PA-631).

## Family-Style

Family-style service presents unique problems that require special training for site personnel. Site and sponsor personnel must carefully monitor family-style service to ensure that the meals served meet program requirements and that serving personnel receive the necessary followup training. It is especially important in family-style service to provide appropriate serving tools that allow for the proper portioning of food while minimizing manual contact with food.

## Serving Guidelines

Even when food is ready to serve, food service personnel must continue their efforts to retain food quality and avoid food contamination. In summary, remember the following points:

- \* Maintain foods at correct temperatures before and during service. Hot food must be hot, cold food must be cold until the time of service.

# Food Service and Cleanup

- \* Use suitable utensils to reduce manual contact. Plastic gloves must be used when you serve food by hand.
- \* Serve meals as a unit with only one meal served per child.
- \* Keep an accurate count of the number of children and adults you serve.

## Cleanup

Give careful attention to cleaning up following food preparation and service. If you use disposable ware (dishes, trays, utensils, glasses, etc.) you need to promptly and carefully remove the disposables from the site. However, if you use permanent ware, you must make sure to sanitize them.

## Dishwashing

Whether washing dishes by hand or by machine, the procedures are the same. They include, as a minimum, the following:

1. Scraping and prerinsing before washing.
2. Washing in hot water (100 degrees to 120 degrees fahrenheit if washing by hand; 140 degrees fahrenheit if washing by machine).
3. Rinsing with clear, hot water.
4. Sanitizing with a final rinse of at least 180 degrees fahrenheit or a final rinse containing a chemical sanitizing agent.
5. Air drying on a clean dish table.
6. Storing in a clean area, protected from contamination.

## Cleaning Schedule

In addition to the cleanup of disposable or permanent ware, it is necessary to properly clean and sanitize food service facilities (equipment, floors, etc.). A cleaning schedule should be part of the overall work schedule to assure that the site is cleaned regularly.

# References: Good Sources of Vitamins A and C

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## Good Sources of Vitamin A

### VEGETABLES

Asparagus  
  
Broccoli  
Carrots  
Chili peppers (red)  
Collards  
Kale  
Mixed vegetables  
Peas and carrots  
Pumpkins  
Spinach  
Squash, winter  
Sweet peppers, red  
Tomatoes  
Tomato juice,  
paste or puree  
Turnip greens  
Vegetable juices

### FRUITS

Apricots  
  
Cantaloupe  
Cherries, red sour  
Nectarines  
Peaches  
Plums, purple  
Prunes

## Good Sources of Vitamin C

### VEGETABLES

Asparagus  
Broccoli  
Brussel sprouts  
Cabbage  
Cauliflower  
Chili peppers  
Collards  
Kale  
Okra  
Peppers, sweet  
Potatoes, white  
Spinach  
Sweet Potatoes  
Rutabegas  
Tomatoes  
Tomato juice,  
paste or puree  
Turnip greens  
Turnips

### FRUITS

Cantaloupe  
Grapefruit  
Grapefruit Juice  
Grapefruit-Orange Juice  
Honeydew melon  
Oranges  
Orange Juice  
Pineapple Juice  
(vitamin C restored)  
Raspberries  
Strawberries  
Tangelos  
Tangerines



# Good Sources of Iron

## Allowable Juices

### Good Sources of Iron

#### VEGETABLES

Asparagus  
Beans-green,  
    wax, lima  
Broccoli  
Brussel sprouts  
Dark green leafy  
vegetables -  
    beet greens,  
    collards, kale,  
    spinach, turnip  
    greens  
Peas, green  
Squash  
Sweet Potatoes  
Tomatoes (canned)  
Tomato juice,  
    paste or puree

#### FRUITS

Apples  
    (canned)  
Dried Fruits  
    dates,  
    apricots,  
    figs,  
    peaches,  
    prunes,  
    raisins,  
    plums

#### MEAT AND MEAT ALTERNATES

Dry beans and peas  
Eggs  
Red meats, especially liver  
    and other organ meat  
Peanut butter  
  
Poultry  
Shellfish  
Tuna

The following is a list of full-strength fruit and vegetable juices that may be served in the Summer Food Service Program for Children:

Apple  
Grape  
Grapefruit  
Grapefruit-Orange  
Orange  
Pineapple  
Prune  
Tangerine  
Tomato

Any blend or combination of the above juices would also be acceptable.

# Bread and Bread Alternates

## ALLOWABLE BREAD AND BREAD ALTERNATES

The following listing of bread and bread alternates is divided into four groups. All the items in the four groups have approximately the same nutrient content. Items within each group have approximately the same total solid content and grain content. The minimum weights given for each group are based on the grain content of the product only (exclusive of fillings, toppings, etc.). Children younger than 6 years should receive 1/2 of the serving listed below.

Group I lists breads, rolls, and quick breads containing approximately 35 percent moisture. A serving of an item in group I must weigh at least 25 grams (0.9 ounce).

ITEM	SERVING SIZE	WEIGHT	
		(Grams)	(Ounces)
Bagels	1	57	2.0
Biscuits	1	28	1.0
Boston brown bread	1	45	1.6
Buns (all types)	1	30	1.1
Cookies (use at snack only)	1	35	1.2
Cornbread (2" X 2")	1	38	1.3
Doughnuts (use at breakfast only)	1	32	1.1
English muffins	1	40	1.4
French Vienna, or Italian bread	1	28	1.0
"Fry" bread	1	32	1.1
Muffins	1	38	1.3
Pretzels, Dutch (soft)	2	32	1.2
Pumpernickel	1	28	1.0
Raisin bread	1	25	0.9
Rolls	1	28	1.0
Rye bread	1	25	0.9
Stuffing (bread portion weighs 25 grams or 0.9 ounces)	1	46	1.6
Syrian bread (flat)	1	25	0.9
White bread	1	25	0.9
Whole wheat bread	1	25	0.9

Group II lists crackers and low-moisture items containing approximately 10 percent moisture. A serving must weigh at least 20 grams (0.7 ounce).

Bread sticks (dry)	3	21	0.6
Graham crackers (2-1/2 inch squares)	3	21	0.7

## Bread and Bread Alternates

Melba toast	5	21	0.6
"Pilot" bread	2	32	1.2
Rye wafers (whole-grain)	4	24	0.8
Saltine crackers (1-7/8"x 1-7/8" x 1/8")	8	22	0.8
Soda crackers (2-3/8" x 2-1/8" x 1/4")	3	20	0.6
Taco shells	2	20	0.8
Zwieback	3	21	0.6

Group III lists miscellaneous items that contain approximately 50 percent moisture. A serving must weigh at least 30 grams (1.1 ounces).

Dumplings	1	45	1.6
Hush puppies	1	30	1.1
Meat/meat alternate pie crust	1	30	1.1
Meat/meat alternate turn- over crust	1	30	1.1
Pancake	1	50	1.8
Pizza Crust	1	30	1.1
Popovers	1	50	1.8
Sopapillas	1	30	1.1
Spoonbread	1	44	1.6
Tortillas	2	30	1.1
Waffles	1	30	1.1

Group IV lists rice and pasta products. A serving of an item in group IV is 1/2 cup cooked product.

Macaroni, whole-grain or enriched, cooked	1/2 cup	65	2.3
Spaghetti, whole-grain or enriched, cooked	1/2 cup	78	2.8

# Bread and Bread Alternates

## Serving Size and Yield for Vegetables and Fruits

	Serving Size	Weight	
		(Grams)	(Ounces)
Noodles, whole-grain or enriched, cooked	1/2 cup	62	2.2
Rice, whole-grain or white enriched, cooked	1/2 cup	73	2.6
Bulgur, cracked wheat, cooked	1/2 cup	81	2.9
Corn grits, cooked	1/2 cup	118	4.2
<p>Note: To determine the dry weight quantities of rice, pasta products (noodles, macaroni, spaghetti), and other cereal grains (bulgur, corn grits) needed to provide a <u>1/2 cup cooked</u> serving refer to pages 77 and 78 of the <u>Food Buying Guide for Type A School Lunches</u> (Program Aid No. 270). This publication gives information on the number of 1/2 cup cooked servings obtained per purchase unit (one pound dry weight) and the number of purchase units (pounds) needed per 100 1/2 cup cooked servings.</p>			
<p style="text-align: center;">SERVING SIZE AND YIELD FOR SELECTED FRESH VEGETABLES AND FRUITS</p>			
Vegetable	Size and Count	Serving Size and Yield	
Carrot Sticks	<u>Specify U.S. #1, with 1-1/8 inch minimum diameter.</u> About 7-1/2-inches in length. Six per pound. Fifty-pound mesh bag.	1 stick is 4 inches long X 1/2 inch wide 12 sticks = 1/2 cup 6 sticks = 1/4 cup 3 sticks = 1/8 cup	
Cauliflower	<u>Specify in cartons 18-24 pounds, or wirebound crates 45-50 pounds.</u>	1 medium head = about 6 cups florets	



# Serving Size and Yield for Vegetables and Fruits

Celery Sticks	Specify <u>2, 2-1/2, or 3 dozen stalks per crate</u> . Crates weigh 65-75 pounds net.	1 stick is 3 inches long and 3/4 inch wide 8 sticks = 1/2 cup 4 sticks = 1/4 cup 2 sticks = 1/8 cup
Cucumber	Specify <u>2-inch minimum diameter</u> . This information will be stamped on basket. Cucumbers will vary from 2 to 2-1/2 inches in diameter and are about 7-1/2 inches long.	
Slices	1/8-inch-thick slices	8 slices = 1/2 cup 4 slices = 1/4 cup 2 slices = 1/8 cup
Sticks	Cut in thirds crosswise and then each third into fourths lengthwise for sticks.	1 cucumber = 12 sticks 4 sticks = 1/2 cup 2 sticks = 1/4 cup 1 stick = 1/8 cup
Lettuce Head (Iceberg)	Specify <u>2 dozen heads</u> crate weight 40-48 pounds. (4-1/4" x 4-1/2").	2 pieces = 1/2 cup 1 piece = 1/4 cup 1/2 piece = 1/8 cup
Leaf	Specify <u>2 dozen heads</u> , weight 18 pounds.	large leaf = 1/4 cup 2 medium leaves = 1/4 cup 3 small leaves = 1/4 cup
Olives, Ripe	Large	14 olives = 1/2 cup 7 olives = 1/4 cup 4 olives = 1/8 cup
Pickles Dill	Specify <u>large size</u> 4 to 4-3/4 inches long, 22 to 39 count per gallon	1 pickle = 1/2 cup 1/2 pickle = 1/4 cup 1/4 pickle = 1/8 cup
Sweet	Specify <u>small size</u> , 2-1/2 to 4-1/2 inches long, 52 to 99 count per gallon.	3 pickles = 1/2 cup 1-1/2 pickles = 1/4 cup 3/4 pickles = 1/8 cup
Radishes	Specify <u>U.S. #1, 1/2 inch diameter minimum</u> , without tops. small, 45 radishes per pound.	8 radishes = 1/2 cup 4 radishes = 1/4 cup 2 radishes = 1/8 cup

# Serving Size and Yield for Vegetables and Fruits

Tomatoes Wedges	<u>Specify 5 x 6 size, extra large, 30 pounds net per container. Tomato is 2-1/8 inches x 3 inches in diameter, 2-1/4 tomatoes per pound.</u>	1/2 tomato = 1/2 cup 1/4 tomato = 1/4 cup 1/8 tomato = 1/8 cup
Slices	<u>Specify 6 x 7 size, medium Slices in 1/4-inch slices.</u>	4 slices = 1/2 cup 2 slices = 1/4 cup 1 slice = 1/8 cup
Cherry	<u>Specify standard size, reasonably uniform in size. Volume given in cups.</u>	8 tomatoes = about 1/2 cup 4 tomatoes = about 1/4 cup 2 tomatoes = about 1/8 cup
Fruit	Size and Count	Serving Size and Yield
Apples	<u>Specify U.S. #1 wholesale basket with apples having a minimum of 2-1/4 inch diameter (small apple).</u>	1 apple = 1/2 cup 1/2 apple = 1/4 cup 1/4 apple = 1/8 cup
Bananas	<u>Purchase by fingers. Small or petite bananas. Three bananas per pound.</u>	1 banana = 1/2 cup 1/2 banana = 1/4 cup 1/4 banana = 1/8 cup
Berries		
Stawberries	<u>Specify U.S. #1. Minimum diameter 3/4 inch. Sold in quarts and pints.</u>	1/2 cup measure 1/4 cup measure 1/8 cup measure
Blueberries	<u>Specify U.S. #1. No minimum Sold in quarts and pints.</u>	1/2 cup measure 1/4 cup measure 1/8 cup measure
Cantaloupe	<u>Specify Size 36. Medium size, 5 1/2 inches diameter, approx. 1-2/3 pounds per melon.</u>	1/4 melon = 1/2 cup 1/8 melon = 1/4 cup 1/16 melon = 1/8 cup
Grapes	<u>Specify variety desired. Concord, Delaware, etc. (slip skin) average 2-3/4 cups per pound.</u>  Tokay, Thompson Seedless, etc. (adherent skins) average 163 grapes per pound.	16 grapes = about 1/2 cup 8 grapes = about 1/4 cup 4 grapes = about 1/8 cup  38 grapes = about 1/2 cup 19 grapes = about 1/4 cup 10 grapes = about 1/8 cup

# Serving Size and Yield for Vegetables and Fruits

Nectarines	<u>Specify Size 3 x 4.</u> Size is standard with fruit having a 1-3/4 to 2-1/2 inches diameter.	1 nectarine = 1/2 cup 1/2 nectarine = 1/4 cup 1/4 nectarine = 1/8 cup
Oranges	<u>Specify 138 (Calif. or Ariz.) or 125 size (Fla. or Texas).</u> Size designation, printed on carton, indicates number of fruit in carton. Medium (or smaller) orange, four per pound.	1 orange = 1/2 cup 1/2 orange = 1/4 cup 1/4 orange = 1/8 cup
Plums	<u>Specify Size 3 x 4 x 5.</u> Containers yield a count of 60 pieces of small fruit. Available in four baskets per crate.	2 plums = about 1/2 cup 1 plum = about 1/4 cup 1/2 plum = about 1/8 cup
Peaches	<u>Specify 2 to 2-1/2 inch medium diameter.</u> Available in eastern basket. Four peaches per pound.	1 peach = 1/2 cup 1/2 peach = 1/4 cup 1/4 peach = 1/8 cup
Pears	<u>Specify 150 or 135 count.</u> Diameter of pears of both counts is 2-1/2 inches. 150 count is a short fruit, while 135 count is a long fruit. Four pears per pound.	1 pear = 1/2 cup 1/2 pear = 1/4 cup 1/4 pear = 1/8 cup
Raisins	<u>Specify bulk purchase or individual packages, 1-1/2 ounce each.</u>	Yield of bulk: 5-1/3 oz. = 1 cup 2-2/3 oz. = 1/2 cup 1-1/3 oz. = 1/4 cup Yield of individual package: 1 package (1-1/2 oz.) = about 1/4 cup fruit
Tangerine	<u>Specify size 176.</u> Fruit will average 2-3/8 inches in diameter. Four tangerines per pound.	1 tangerine = about 1/2 cup
Watermelon	<u>Specify average size.</u> Melons will average about 28 pounds. Serving size determined by quartering the melon.	Yield of quarter of melon: 1/16 quarter = 1/2 cup 1/32 quarter = 1/4 cup 1/64 quarter = 1/8 cup

# Food Production Record

## Food Production Record

**DIRECTIONS:** Food service personnel must complete the Food Production Record each day and sponsors must maintain this record in their files for a minimum of 3 years. This provides an auditable record that verifies that the meals and snacks served meet the meal/snack requirements and therefore qualify for Federal reimbursement.

<u>Item Number</u>	<u>Instructions</u>
1	Write the calendar date this menu is served, showing month, day, and year.
2	Designate menus under the meal or snack served.
3	Record all menu items you serve this date in the appropriate section.
4	Enter the name of each food used to meet meal/snack requirements (e.g., for a menu item like beef pot pie, the foods used to meet the meal requirements at lunch or supper would be: stew beef would meet the meat/meat alternate requirement; potatoes and carrots in the pie would be listed to meet part of fruit/vegetable requirement; the pie crust would meet part or all of the bread/bread alternate requirements.
5	Enter quantity of each ingredient or food item used to meet the meal requirements. Use weights, measures or number, for example, stew beef, 10 lbs.; potatoes, 3 lbs.; etc.
6	Enter the portion or serving size of each menu item you serve (e.g., 5 oz. pie, 1/2 cup juice, etc.). Serving sizes can be shown in measures (such as cup measures, scoop size, ladle size), weight, or number (such as medium apple).
7	Enter number of children served at each meal/snack.
8	Enter the adults served at each meal/snack.



# Food Production Record

Date _____ (1)						
ON SITE FOOD PRODUCTION RECORD						
	MENU	Food Used to Meet Require- ment	Quantity Used	Size Serving	Number Served Children	Adults
(2)	(3)	(4)	(5)	(6)	(7)	(8)
BREAKFAST						
SNACK						
LUNCH						
SNACK						
SUPPER						

# Daily Menu and Production Worksheet

## Daily Menu and Production Worksheet for On site Production

MENU MEAL PATTERN  
BREAKFAST

FOOD ITEM USED

_____	Milk	_____
_____	Juice or Fruit	_____
	or Vegetable	
_____	Bread	_____
	or Cereal	
	or Bread Alternate	

A.M. SNACK (Supplement)

_____	Milk	_____
_____	Fruit or Juice	_____
	or Vegetable	
_____	Meat	_____
	or Meat Alternate	
_____	Bread	_____
	or Cereal	
	or Bread Alternate	

LUNCH

_____	Milk	_____
_____	Meat	_____
	or Meat Alternate	
_____	Fruits or	_____
_____	Vegetables or	_____
	Juice	
	(2 or more)	
_____	Bread	_____
	or Bread Alternate	

P.M. SNACK (Supplement)

_____	Milk	_____
_____	Fruit or Juice	_____
	or Vegetable	
_____	Meat	_____
	or Meat Alternate	
_____	Bread	_____
	or Cereal	
	or Bread Alternate	

# Daily Menu and Production Worksheet

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## SUPPER

_____	Milk	_____
_____	Meat	_____
	or Meat Alternate	
_____	Fruit or	_____
_____	Vegetable or	_____
	Juice	
	(2 or more)	
_____	Bread	_____
	or Bread Alternate	

## Name of site

Inventory period \_\_\_\_\_ Beginning inventory \$ \_\_\_\_\_

Purchase  
unit

Unit  
cost

(X)

Quantity  
on hand
$$(\equiv)$$

Total food  
inventory value

(i.e., lbs, #10  
can, case, etc.)

Total food inventory \$ \_\_\_\_\_





